

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

704 KAR 3:550, Statewide Teacher and Principal Professional Growth and Effectiveness System (New Regulation) (Regulation under separate cover)

Applicable Statute or Regulation:

KRS 156.557 and 704 KAR 3:345

History/Background:

Existing Policy. 704 KAR 3:345, the current regulation on educator evaluation, establishes evaluation and professional growth procedures to guide local education agencies (LEAs) as they develop their own professional growth and evaluation systems for all certified personnel below the level of superintendent. Section 5 of that regulation requires the local evaluation plan to include: "a list of performance criteria characteristic of effective teaching or administrative practices", but does not define the characteristic. This has resulted in great variation from one LEA to another as to what defines highly effective teaching and administrative practices. This variation has resulted in inconsistency within and among districts to accurately identify the performance level of teachers and principals. Without accurately identifying the performance level of teachers and principals, professional development cannot be targeted appropriately. Additionally, the current regulation does not provide procedures for collecting effectiveness data beyond classroom observations.

To present a fair and equitable system of evaluation, multiple measures must be added to the new system that is under development. Four performance levels for each performance descriptor are not currently required and the lack of such a requirement does not support effectively measuring the growth of teachers and principals.

In order to meet the requirements of the federal Elementary and Secondary Education Act flexibility application, Kentucky is required to address six components within the teacher/principal effectiveness system in its waiver proposal and the Kentucky Board of Education (KBE) must adopt the system by June 30, 2012 containing these components. The components are as follows:

- Continuous improvement of instruction
- Meaningful differentiation of teacher/principal performance using at least three performance levels
- Multiple measures of effectiveness including use of student growth data (both state standardized tests and formative growth measures that are rigorous and comparable across schools in a local district) as a significant factor

- Regular evaluation (most likely annual)
- Clear and timely feedback to include opportunities for professional development
- Use of the system to inform personnel decisions

Kentucky is in the process of developing a valid and reliable common statewide professional growth and effectiveness evaluation system requiring multiple measures of effectiveness, including student growth for all certified personnel below the level of superintendent. In 2010-11, twenty-five districts supported development of the frameworks. During the 2011-2012 academic year, fifty districts are refining the frameworks, defining multiple measures and field testing the processes and implementation of the system. During the field test, several correlation studies will be conducted providing needed information to implement a fair and equitable system. Next year, the Kentucky Department of Education (KDE) will conduct a statewide pilot of the system. A dual system may be in place temporarily while a common statewide Professional Growth and Effectiveness System (PGES) is being developed first for teachers and principals and then next for counselors, central office administrators, librarians and other certified personnel.

The PGES will include: clearly defined characteristics of highly effective teaching and administrative practices, multiple performance levels describing teacher and principal performance and professional growth driven by multiple measures, including student growth and achievement. Another important element of the system is a valid and reliable teacher and principal working conditions survey. In the principal framework, the importance of this tool is evident and the language related to the survey reads as follows:

“Principals shall use the teacher and leader working conditions survey and other data sources to develop measurable goals and strategies for the comprehensive school improvement planning. The principal understands the importance of data gained from the Teacher and Leader Working Conditions Survey and other data sources from parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the school. The principal initiates changes resulting from data gained from the Teacher and Leader Working Conditions Survey as well as other sources.”

704 KAR 3:350 is a new regulation outlining the components of the Statewide Teacher and Principal Professional Growth and Effectiveness System. Other changes in this regulation will be presented to the KBE later that will further define the system. These include assigning weights to the system, modifications to the appeals process to involve highly trained peer evaluators and describing a professional growth system that supports student achievement.

Impact on Getting to Proficiency:

The proposed system will support college and career readiness initiatives through the development and distribution of effective teachers and principals. The PGES will provide teachers and principals “just in time” feedback to inform practice and provide support through professional growth. The development of a common statewide effectiveness system provides the opportunity to build capacity and support to guide the teaching and learning process.

Groups Consulted and Brief Summary of Responses:

Teacher Effectiveness Steering Committee
Principal Effectiveness Steering Committee
Volunteer Districts

These broad-based groups of stakeholders are collaborating in the development of the new system and their feedback will be provided at the February meeting.

Additionally, the Local Superintendents Advisory Council will review the regulation prior to the February meeting.

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Commissioner of Education**Date:**

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